



## 21ST CENTURY SKILLS: NEED FOR SUSTAINABLE DEVELOPMENT

Ms. Sushma

Research Scholar, University School of Education, Guru Gobind Singh Indraprastha University, Dwarka, Delhi, India.

### ABSTRACT

As the world is changing rapidly, Sectors of the economy and careers provide immense opportunities for anyone with the necessary skills. The fast acceleration in global competition and communication technology requires the manpower who are more skilled and creative to be more productive which also leads to sustainable development goals. 21<sup>st</sup> century learning offers a holistic and systematic view of how we can reconceptualize education, bringing together all the elements into a unified framework. 21<sup>st</sup> century skills are categorised into three groups. as Learning skills which are about brain processes essential for learning new information, Literacy Skills, which aid in the formation and acquisition of new knowledge through the use of media and digital resources. Life Skills, which are necessary for good day-to-day living.

Today's Education's goal is to make the student be a productive member of society who is aware of their ability. The researcher used a various article, reports, related research papers, books, various websites, and online resources to conduct the study. This article focuses on 21<sup>st</sup> century skills with description of its components and their need and broad outcomes of 21<sup>st</sup> century skills for students and how it helps to attain the sustainable development goal to promote lifelong learners.

**KEYWORDS:** 21<sup>st</sup> century skills, Sustainable development goals, lifelong learners.

### INTRODUCTION:

People today live in a technology-driven society that includes access to a growing body of knowledge, resulting in advances in technology tools, and the capacity to connect and make larger-scale individual contributions. In the twenty-first century, experts must be able to display a variety of functional and critical thinking abilities related to information, multimedia, and technology to achieve efficiency.

A greater emphasis has been placed in educational contexts on a more thorough selection, definition, and critical interpretation of sustainability competencies. (Rieckmann 2012; Wiek et al. 2011). Different characteristics exist in overviews and studies of 21st century skills, typically referred to as "soft skills," such as critical thinking, creativity, and problem solving, depending on the focus and timeline. (e.g. WEF 2018). Many studies have shown the relevance of 21st century skills to make the student be a productive and responsible member of society who is skilled and aware of his own ability and competence which leads to a sustainable future. This article describes the need and importance of 21st century skills and their broad outcomes for students which leads to making them good and responsible citizens having solution-oriented minds and technology enabled.

#### What are 21<sup>st</sup> century skills:

The three primary skill sets of 21st century skills are Learning Skills, Life Skills, and Literacy Skills.

- The Learning Skills ('The 4Cs') – Critical Thinking, Creativity & Innovation, Collaboration, Communication. These skills are also called Learning and innovation skills necessitated for the development of new information.
- Literacy Skills (IMT) are information literacy, media literacy, Technology Literacy or Information and communication technologies (ICT) literacy skills. These skills, also known as digital literacy skills, aid in the generation of new knowledge through media, communication, and internet resources.
- Life Skills (FLIPS) - Flexibility and Adaptability, Leadership and Commitment, Initiating and Guiding Yourself, Producing and Responding to Social and Cultural Interaction Skills. This is also called Work Skills and Life Skills necessary for successful daily living.

**Critical Thinking:** "Critical Thinking" is described by John Butterworth and Geoff Thwaites as forming educated, evaluative conclusions about assertions and explanations. Analysis or interpretation, assessment, and further arguing are the three primary strands of critical thinking. Fairness and openness of mind, activity and knowledge, and independence are all characteristics of critical thinking. Scepticism refers to a readiness to ask questions and entertain concerns.

**Problem Solving:** Problem Solving calls for a solution, which can be a computed value or a method of achieving something, we can use three identified pro-

cesses to solve problems firstly, when faced with huge information, the bulk of which is irrelevant, determining which pieces of data are useful. secondly, incorporating evidence from inputs that may not relate closely to providing new information; lastly, linking one number of observations to another in a modified way encompasses using familiarity, linking fresh issues to problems we've already solved.

**Creativity and Innovation:** These skills prepare the child to discover new ways of life and to learn to use his intellectual abilities in the realities of life. A variety of learning in all the fine arts, craftsmanship is immersed in the child.

**Communication and Collaboration:** Excellent communication and collaboration techniques aid in the development of interest and enjoyment in the teaching-learning process. It also expands a person's cultural, social, and environmental boundaries, allowing them to better understand social and environmental challenges.

**Career and Life-skills:** A student develops the ability to adapt to other cultures and settings through these abilities, to initiate herself even in variety, and to try to ingest something useful and significant for her or his life from each circumstance.

**Digital and Media Literacy:** It educates students about computers, their surroundings, related technologies, and media as information, computation, and modes of communication. Apart from gathering, analysing, and interpreting data, they also assist a student in meaningful practice, communicating, and cooperating.

**Leadership and Responsibility:** It educates a student on how to create a commitment to life-long learning and develop crucial characteristics such as endurance, dedication, and accountability, confidence.

#### Sustainable Development Goal:

The Sustainable Development Goals were established by the UN General Assembly in 2015, with the goal of achieving them by 2030. The Sustainable Development Goals (The Sustainable Development Goals (SDGs) are a cluster of 17 globalised goals. aimed at creating a road map for a better and more sustainable existence for all.

SDG4 is a target for education that aspires to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Target 4.7 by SDG 2030, ensure that all learners gain the knowledge and skills necessary to enhance the sustainability, such as through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and culture's contribution to sustainable development, among other things.

**Need for 21<sup>st</sup> century learning skills for lifelong learners:**

The goal is to make learning whole and holistic, so that today's student properly performs and fulfil his or her responsibilities and duties towards others to be good citizen and responsible human being who recognises their own potential and abilities.

When the teacher only teaches to students prepare for the exam well, it lacks the students behind as they are not growing to face real-life situations. They must have 21st-century skills to be deal with real-life challenges and concerns. They have a variety of emotions that are linked to their childhood or so, which are crucial for children to develop their perspective towards self and their communities.

**Broad Outcomes of 21<sup>st</sup> Century Skills for students:**

Critical Thinking and Problem Solving

**Reason Effectively:**

Students employ a variety of reasoning techniques, such as inductive reasoning and deductive reasoning according to the circumstances. Students think systematically. They'll be capable of figuring out how different parts of a larger system interact to produce end scores in complicated systems, make decisions and judgements, Analyze and evaluate and beliefs effectively, Analyze and weigh in on the main grounds of contention, by synthesising and connecting information they can create links between them, Examine their Experiential learning and procedures critically.

**Solve Problems:**

The teachers should determine and ask essential questions that lead to more effective solutions. for a variety of non-familiar situations in both traditional and new methods.

**Creativity and Innovation:****Think Creatively:**

Students will be able to apply a variety of techniques for generating ideas like brainstorming to generate new ideas and also will make fresh and useful ideas. To improve and maximise creative efforts, students should develop and their own ideas would refine, analysed, and evaluated.

**Work Creatively with others:**

Students will effectively conceive, develop unique ideas, and share them with others and will be obtainable to new ideas and opinions, share feedback into their work. Indicate novelty and innovation in their work, understand that invention and creativity are a long-term, cyclical process of tiny achievements and repeated mistakes, and consider failures as learning opportunity

**Implement Innovations:**

Students can incorporate creative ideas into action in order to contribute in a concrete and useful way to the field in which the naming will take place.

**Communication and Collaboration:****Communicate Clearly:**

Students will be able to apply oral, writing, and nonverbal communication skills to successfully express thoughts and ideas in a range of forms and circumstances; become good listeners having knowledge, attitudes and values. They would be capable of working with a wide range of media and innovation and understand how to evaluate their impact, communicate successfully in a range of settings, Collaborate with others if possible. also, developing the capacity to collaborate successfully and respectfully with a diverse group of people, it is critical to be adaptable and ready in making required adjustments in order to reach a goal.

**Information, Media, and Technology Skills:****Information Literacy:****Access and Evaluate Information:**

Students will be able to access information quickly and effectively, as well as adequately and analytically evaluate it.

**Use and Manage Information:**

For the issue or task at hand, they can use precise and innovative information and Relay messages from a range of sources.

**Media Literacy:****Analyze Media:**

Students are allowed to comprehend how and why representations are developed, as well as why they are used in the first place. They can look into how various people understand messages, as well as how different beliefs and points of view are existed or are eliminated, and how the media can impact beliefs and behaviours. They can also use basic awareness of issues affecting the utilisation of the media.

**Create Media Products:**

It helps to choose and use the most effective content creation tools, qualities, and standards. ICT (Information and Communication Technology literacy) helps to identify and use the most acceptable manifestations in diverse multidisciplinary contexts.

**Technology Literacy:**

Through Technological Literacy, the students will be able to research, organise, assess, and present knowledge using technology. They can also use knowledge related to problems connected to information technology utilization. They'd be receptive to innovative thoughts and ideas.

**Flexibility and Adaptability:****Adapt To Change:**

They would be capable of adapting to a wide range of positions, responsibilities, schedules, and situations. In a climate of ambiguity and shifting objectives, they can work successfully.

**Be Flexible:**

Students will be able to deal with praise, disappointments, and criticism in a positive way. To establish effective solutions, it's important to understand, negotiate, and balance different points of view and values, especially in multidisciplinary settings.

**Leadership and Responsibility:****Guide and Lead Others:**

To influence and direct others toward a goal, they will effectively use social and problem-solving abilities, as well as individuals' abilities, to reach a common goal. They will encourage others to achieve their full potential by setting a good example and being selfless and maintaining the integrity and ethical behaviour when wielding power and influence.

**Be Responsible To Others:**

Students will be able to care about others' emotions and needs and take responsibility for them.

**Initiative and Self-Direction:****Manage Goals and Time:**

Life skills led to setting quantifiable and intangible success criteria for your goals through Strike a balance between short-term and long-term goals and effectively managing the task.

**Work Independently:**

Life skills make students independent and self-directed as they will have the ability to investigate and develop one's own experience and capabilities in order to attain proficiency beyond basic skill and/or curriculum knowledge. Students would be able to demonstrate a dedication to learning as a lifelong endeavour and consider their prior experiences critically to make better decisions in the future.

**Productivity and Accountability:****Manage Projects:**

When they face hurdles and opposing pressures, they will be able to set and achieve goals, Schedule, organize and manage tasks to accomplish the desired outcome.

**Produce Results:**

Life skills enable to demonstrate extra qualities such as the ability to Work in a positive way. they will learn to actively participate as well as be dependable and prompt. Also, effectively coordinate with groups and value and embrace group versatility and Take responsibility.

**Social and Cross-Cultural Skills:****Interact Effectively With Others:**

Social and Cross-Cultural Skills enable to recognise when it's a suitable time to listen or to speak. They would act politely and professionally.

**Work Effectively in Diverse Groups:**

Students will value diversity and collaborate well with different socioeconomic and cultural backgrounds and utilize that diverse situation to come up with fresh ideas and increase the quality of work and creativity. They'd be receptive to innovative thoughts and ideas.

**CONCLUSION:**

In order to teach students 21<sup>st</sup> century skills, teachers have a very pivotal and challenging role. Hence, we should encourage teachers in honing their skills in using a variety of tactics to reach out to a wide range of teaching methods and make an environment that enables education. We must encourage pupils' development of 21<sup>st</sup>-century abilities to be evaluated regularly. Also, encourage information sharing among practitioner groups through face-to-face, virtual, and hybrid communications. Need to make use of a sustainable and long-term professional development model.

**REFERENCES:**

- I. <https://www.aeseducation.com/blog/what-are-21st-century-skills>
- II. [https://en.wikipedia.org/wiki/21st\\_century\\_skills](https://en.wikipedia.org/wiki/21st_century_skills)
- III. [http://cbseacademic.nic.in/web\\_material/Manuals/Handbook\\_for\\_students.pdf](http://cbseacademic.nic.in/web_material/Manuals/Handbook_for_students.pdf)
- IV. Leading SDG 4 - Education 2030 (unesco.org)
- V. Butterworth, John and Thwaites Geoff. Thinking Skills: Critical Thinking and Problem

Solving.2nd edition Cambridge University Press, Cambridge CB2 8RU, UK).2013,  
pp7-12.

VI. Butterworth, John and Thwaites Geoff.Thinking Skills: Critical Thinking and Problem Solving. 2nd edition Cambridge University Press, Cambridge CB2 8RU,UK).2013,pp79-80.

VII. [http://cbseacademic.nic.in/web\\_material/Manuals/Handbook\\_for\\_students.pdf](http://cbseacademic.nic.in/web_material/Manuals/Handbook_for_students.pdf)

VIII.Mays, T. (2020). 21st Century Skills for Sustainable Development.

IX. Sustainable Development Goal 4 (SDG 4) | Education within the 2030 Agenda for Sustainable Development (sdg4education2030.org)